

COLORFUL LEADERSHIP: PERCEPTIONS OF INTERSECTIONAL LEADERS

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COLORFUL LEADERSHIP: PERCEPTIONS OF INTERSECTIONAL LEADERS

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ABSTRACT

Researchers have described the journey to leadership for women as a “labyrinth,” an obstacle-course of sorts (Eagly & Carli, 2007). One of the barriers to attaining leadership for women is the cultural assignment of traits of leaders being aligned more closely with traits ascribed to males (Carli & Eagly, 2016). The present study seeks to examine perceptions that are associated with intersectional leaders and whether their leadership style impacts how they are perceived. A total of 204 participants were recruited from introductory psychology classes and a snowball sample. Participants completed the survey through their own electronic device. Results indicated that there are implicit biases concerning leadership styles for female leaders, biases surrounding leaders of color, and gender stereotypes. These findings reveal that there is work to be done for males and females alike to recognize their implicit biases and commit to taking the steps in order to undo those prejudices.

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LITERATURE REVIEW

In 2018, labor participation reports, featured in Forbes, the Business Insider, the Washington Post, and several other periodicals, indicated that a low 5% of chief executive officer positions in Fortune 500 companies were held by females. Due to the prevalent disparity in numbers between male and female leaders, there has been a plethora of research conducted to uncover why the discrepancy is so large. There has been a popular use of the metaphor “glass ceiling” to explain an invisible barrier that females collide with when attempting to obtain leadership roles (Eagly & Carli, 2007). Researchers, Eagly & Carli (2007) have found the use of this metaphor as inadequate in describing the complexity of the journey to leadership for women, and opted for a better metaphor: “labyrinth” (an obstacle-course of sorts), to more accurately depict the challenges that women can face in their journeys to leadership positions. The identified obstacles, or barriers, that women face in attaining leadership roles are: vestiges of prejudice, resistance to women’s leadership, issues of leadership style, demands of family life, and underinvestment in social capital (Eagly & Carli, 2007). This paper focuses primarily on the obstacle: “resistance to leadership” which encompasses a mismatch that exists between implicit associations that people have concerning gender roles, and leadership styles. Specifically, women are typically characterized by traits that are more feminine, such as gentleness, tolerance, empathy, and compassion (Eagly & Carli, 2007). On the other hand, men are characterized by traits that are deemed more masculine, such as assertiveness, courage, independence, and dominance (Eagly & Carli, 2007). Culturally, the traits of leaders have been aligned more closely to

those ascribed to men. As a result, women are subject to gender stereotypes that are perceived as incompatible with leadership (Carli & Eagly, 2016). These traditional gender stereotypes can negatively impact the way that female leaders are evaluated and, as a result, hinder their success in leadership positions (Gipson et al., 2017).

Research has found that perceptions and evaluations of female leaders have been particularly skewed when their leadership style is inconsistent with their stereotypical gender role (Gipson et al., 2017). Evaluations of female and male leaders show women are more devalued compared to men when they lead in a masculine manner, when they occupy a typically masculine leadership role, and when evaluators were male (Northouse, 2019). In an evaluation of previous research, Eagly & Johannesen-Schmidt (2001) found that the gender identity of a leader may constrain their leadership style, consequently impacting their behaviors as leaders, in a direction consistent with their own gender role. Specifically, democratic leadership styles involve the behavior of allowing subordinates to participate in decision making, as opposed to autocratic styles which discourage subordinates from participating in decision making (Eagly & Johannesen-Schmidt, 2001). Findings show that a more democratic style is suitable for male and female leaders, but an autocratic style is viewed as suitable only for male leaders (Jago & Vroom, 1982). This finding is further evidence for the labyrinth that exists for women in leadership demonstrating their restricted range of choices in decision making styles (Cleveland, Stockdale & Murphy, 2013).

Based on previous research, navigating the labyrinth that prevents upward mobility in leadership roles ultimately requires female leaders to walk a fine line between being both masculine and feminine (Eagly & Carli, 2007). Most research has focused on the differences

and perceptions of leadership in White men and women (e.g., Rosen & Jerdee, 1973; Rosette & Livingston, 2012). However, researchers and organizations would be remiss in overlooking the additional myriad obstacles that racial and ethnic minorities face when attempting to move up the hierarchy in organizations. Recent research has begun to take an intersectionality approach by investigating the experiences of people with multiple subordinate identities, such as women of color in leadership positions (Northouse, 2019). Intersectionality is the study of the meaning and the implications that simultaneous membership in multiple social groups can have (Cole, 2009; Collins, 1991; Crenshaw 1989; Sanchez-Hucles & Davis, 2010). A publication by the American Association of University Women (AAUW) in 2016 reported that fewer than 3% of Asian, Black, and Hispanic women are board directors at Fortune 500 companies. Research suggests that Black women may experience bias in leadership positions differently than White women or Black men, sometimes gaining an advantage, and sometimes experiencing a disadvantage (Rosette & Livingston, 2012). Specifically, Black women are more likely to go unrecognized which can be advantageous, in the sense that they may be buffered from racial prejudice, as opposed to Black men who are recognized more often. It can also be disadvantageous in that Black women may be disregarded as unimportant or their accomplishments may go unrewarded (Sidanius & Pratto, 1999). Rosette, Koval, Ma & Livingston (2016) found that, “Black female leaders who made mistakes on the job were penalized more severely than Black male and White female leaders, and that this double jeopardy was attributed to the fact that Black women were two degrees removed from the White male leadership prototype” (p. 433).

The intersectionality approach in research has not only focused on Black women but has also highlighted the differences in perceptions of Latinas in leadership roles. For example, it has been found that behaving assertively is synonymous with being described as “angry or emotional” for Latina women (Williams et al., 2014). In addition, Latina faculty members in academia are expected to take on a large share of “housework” duties in the office (Williams et al., 2014).

The biases that women of color face create barriers to the advancement of their careers in leadership. These biases are often implicit and fueled by stereotypes. One of the difficulties in implementing strategies to narrow the gender leadership gap lies in the fact that many of the implicit biases that people have, rear their head in covert discriminatory behaviors in the workplace. For example, evidence shows that there is no explicit preference for male managers over females, however, male participants associate positive managerial characteristics such as competence with male leaders (Latu et al., 2011). Implicit biases are not specific to men; studies have found that women also hold biases against female leaders (Gino, 2017). Due to the scarcity of opportunities for female leadership, females do not promote other female leaders, for fear of the candidate being more qualified than them and losing out on that opportunity (Gino, 2017). Women were also concerned with receiving backlash for endorsing other women, especially if the woman fails and reinforces the stereotypes that women are unfit for leadership (Gino, 2017). The stereotypes and biases held by men and women alike, concerning female leadership, are subtle but play a robust role in preventing women from attaining leadership.

CURRENT RESEARCH

The present study seeks to examine perceptions that are associated with intersectional leaders and whether their leadership style impacts how they are perceived. The question of how women of color fare when their leadership style runs counter to their gender stereotypes has been minimally studied in previous research (AAUW, 2016). Therefore, the present study assessed autocratic and democratic leadership styles, as research suggests that those styles produce the largest sex difference in leadership perceptions (Eagly & Johnson, 1990).

In addition to studying these different leadership styles, this study examined perceptions of the following different racial groups: Caucasian, African American, and Asian American. Additionally, Hispanic women will be included as a separate racial group. This will help to alleviate the lack of research on Hispanics due to their racial ambiguity (Rosette, et. al., 2016).

Previous research on intersectional issues has found that “races have been perceived as gendered, with Black being considered more masculine than White, and Asian being considered more feminine than White” (Galinsky et al., 2013). Furthermore, Rosette, et. al., (2016), identified stereotypes that exist for intersectional leaders, specifically, Black female leaders, Asian-American leaders, and White leaders. Overall, Black women have been evaluated as less effective than White Women (Rosette & Livingston, 2012). More specifically, results have shown that people are more likely to associate Black women leaders with masculine traits such as dominance, strength and anger. Based on the role congruity theory, this suggests the possibility that Black female leaders may not be evaluated negatively when fulfilling their leadership role with a more assertive and dominant manner

(autocratic). Other findings have shown that, “Asians are perceived to be significantly more passive and less dominant than Whites and are more likely to receive backlash in the form of racial harassment if they violate stereotypic expectations and prescriptions by displaying dominant behavior” (Berdahl & Min, 2012). Given these previous findings, it seems plausible that intersectional leaders will be rated more negatively if their leadership style does not ascribe to the stereotypes of their social membership groups. In this study, it is hypothesized that:

Hypothesis 1: Leadership perceptions will be more positive for Democratic leadership styles in comparison to Autocratic leadership styles.

Hypothesis 2: Caucasian leaders will be assessed as more likely to succeed using Democratic leadership styles, and leaders of color will be assessed as more likely to succeed using Autocratic leadership styles.

A number of individual differences may moderate participants’ perceptions of the intersectional leaders and their behaviors. It is expected that results on the BEM Sex Role Inventory (Bem, 1974), a self-report questionnaire that measures how one psychologically identifies with masculine and feminine traits, will moderate participant perceptions of intersectional leaders.

Hypothesis 3: Participants’ views on gender roles, as measured by the BEM, will moderate the relationship between leader demographics and perceptions of the leader, such that participants with more traditional views will perceive authoritative female leaders more negatively.

The Power Differential Scale (PDS; Early & Erez, 1997) will be administered to measure the acceptability of power and status differences in organizational settings. We expect to find that scores on the PDS will affect how raters perceive leaders:

Hypothesis 4: Participants who score higher on the PDS will rate Autocratic leaders higher than participants who score lower on the PDS.

Lastly, demographic information will be measured as a potential moderator. Previous findings have shown that female leaders were more devalued when evaluators were male (Northouse, 2019). Therefore, within this study it is expected that the demographics of the participant, specifically gender and race/ethnicity information, will influence their evaluations:

Hypothesis 5: Male raters will have more negative evaluations of intersectional leaders.

METHOD

Participants and Procedure

A total of 204 participants were recruited from two different populations. Participants from introductory psychology classes were recruited through the online experiment management system at Angelo State University and received credit for their participation. This sample composed of 124 participants that were predominantly female (68%), Hispanic (40%), and had an age range of 18 years to 49 years, with age 19 as the most frequently reported age. Additional participants were recruited through snowball sampling. This was accomplished by sharing and posting the study on social media accounts of the researcher. A snowball sample was included to potentially increase diversity in the sample, especially with respect to race and age. This sample composed of 80 participants that were predominantly female (81%), White (72%), and had an increasingly broader age range than the student sample, ranging from 19 years to 74 years, with age 36 as the most frequently reported age. Participants recruited through social media did not receive any type of compensation. This study was administered as an online survey. Participants completed the survey through their own electronic device.

Manipulations and Measures

Participants were provided with an Informed Consent form to read and sign if they agreed to participate. After consenting to participate in the study, participants first completed a demographic questionnaire which included potential covariates (e.g. age, gender, race, etc.).

Participants then completed the BEM Sex Role Inventory (Bem, 1974) which is a self-report measure. This was collected to examine the potential interaction of Sex Role beliefs with perceptions of leader effectiveness. The inventory consisted of 60 items; 20 items measuring one's identification with masculine traits, 20 items measuring one's identification with feminine traits and 20 additional items used as distractor/neutral items. Participants responded to items on a 7-point Likert Scale, marked as 1 (strongly disagree) and 7 (strongly agree) on items such as “yielding” (considered a feminine trait), “assertive” (considered a masculine trait), or “helpful” (an example of a distractor item).” See Appendix A for additional sample items.

Next, participants completed the experimental task, which consisted of a modified vignette developed by the researcher, based on previous research (Rosen & Jerdee, 1973). The vignette described an intersectional leader (each leader is female and belongs to a different racial group) and their approach to an organizational problem, specifically a decrease in subordinate performance. In the vignette, the leader approached the problem using two different leadership styles (Autocratic and Democratic). Participants responded to each leadership style by assessing the supervisor on a 7-point Likert Scale marked as 1 (strongly disagree) and 7 (strongly agree) on items such as: “I think that X is an effective leader.” Further, in an attempt to verify whether participants noticed the cues that described the gender and ethnicity of the leader, participants were asked to evaluate the extent to which the leader is typical, with item such as: “In this situation, X was typical of a leader.” These response options mirror those used in similar research (Rosette & Livingston, 2012). See Appendices B, C, D, and E for additional sample items.

Lastly, participants completed the Power Differential Scale (Early & Erez, 1997) which consisted of 8 statements. Participants rated themselves on each statement on a 7 point Likert Scale marked as 1=Strongly Disagree; 7=Strongly Agree, on items such as: “Manager should be able to make the right decisions without consulting with others. See Appendix F for additional sample items.

RESULTS

To evaluate whether perceptions of leader effectiveness varied based on their race and leadership style, a mixed model ANOVA was performed (see Table 1). Race was the between-subjects independent variable. Participants were randomly assigned to one of four treatment conditions based on the race of the leader, (1) Hispanic, (2) Asian American, (3) African American, and (4) Caucasian. This is consistent with previous research that has identified stereotypes that exist for intersectional leaders, specifically (e.g., Rosette et al., 2016; Williams et al., 2014). Leader race was divided into two groups, Caucasian and leaders of color; therefore, Hispanic, Asian American, and African American were collapsed into one POC group and compared to the Caucasian leader. Leader race was coded as a dichotomous variable in order to simplify the analyses and make the interactions between variables more interpretable by examining two levels of race, instead of four. However, by collapsing the categories for the analysis, detailed analyses comparing outcomes across each racial group was not possible.

The within-subjects variable was leadership style: Autocratic and Democratic. The dependent variable was leader effectiveness. Potential interactions among the following variables were examined: the gender of the participant (B_1 =Male, B_2 =Female), the participant's score on the PDS, and participant's score on the BEM Sex Role Inventory. In order to simplify the analyses, PDS score was coded into two groups (C_0 =Low; C_1 =High). Participants who scored below the split-median on the PDS were categorized into the: C_0 =Low group (53% of the sample were categorized as "Low" on the PDS) and participants who scored above the split-median were categorized into the: C_1 =High group (41% of the

sample were categorized as “High” on the PDS). Additionally, score on the BEM Sex Role Inventory was coded into four groups (D₁=Masculine, D₂=Feminine, D₃=Androgynous, D₄=Undifferentiated). Participants who scored above the split-median on either masculinity or femininity were categorized into groups (D₁=Masculine or D₂=Feminine); participants who scored above the split-median on both masculinity and femininity were categorized into the group (D₃=Androgynous), and participants who scored below the split-median on both masculinity and femininity were categorized into the group (D₄=Undifferentiated). 81% of the sample were classified as identifying with androgyny, 7% of the sample were classified as identifying with masculine traits, 4% of the sample were classified as identifying with feminine traits, and 1% of the sample were classified as undifferentiated. Additionally, leader race was coded (A₁=Caucasian, A₂=Person of Color), with category “Person of Color” inclusive of perceptions on Asian American, African American and Hispanic leaders.

Table 1

Mixed model Analysis of Variance Examining the Effects of Leadership Style, Participant Gender, Leader Race, BEM, and PDS on Perceptions of Leader Effectiveness

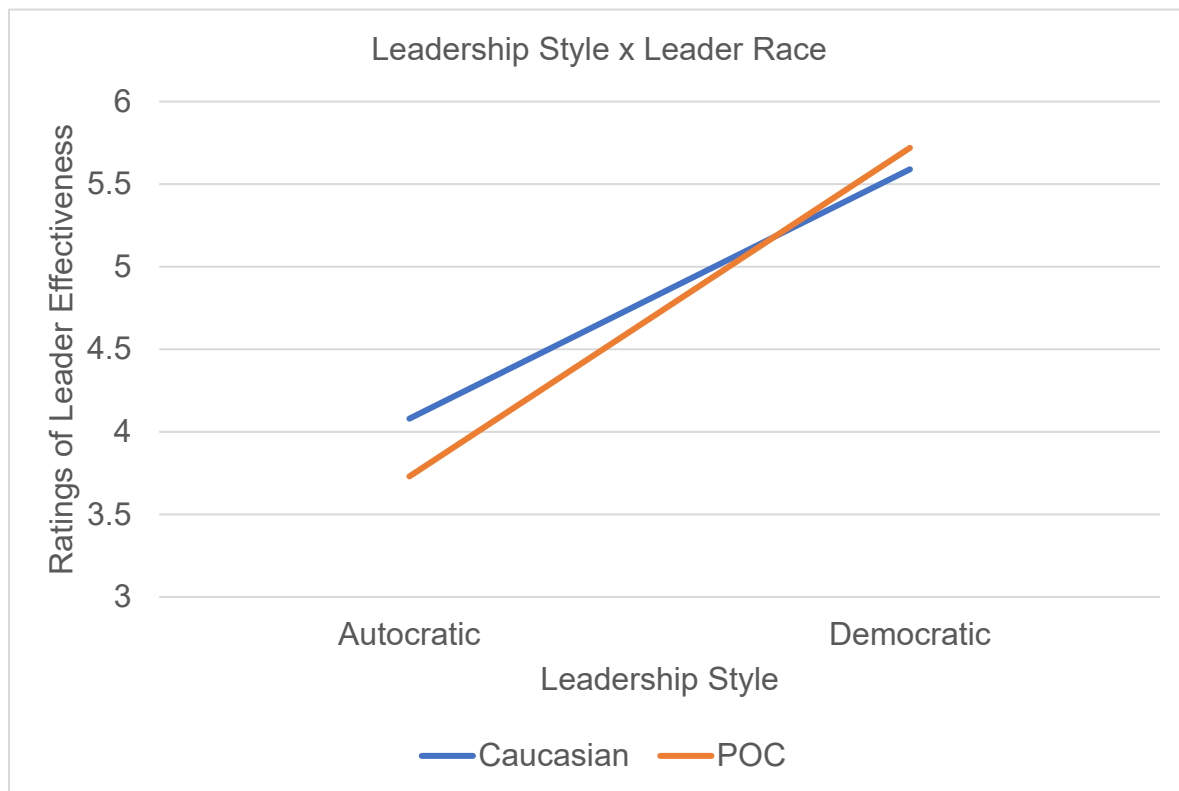
<i>Source</i>	<i>df</i>	<i>F</i>	<i>p</i>	<i>Partial η^2</i>
Leader Style	1	11.09*	.00	.06
Leader Style x Participant Gender	1	3.12	.08	.02
Leader Style x Leader Race	1	5.92*	.02	.03
Leader Style x BEM	3	1.56	.20	.03
Leader Style x PDS	1	3.64	.06	.02
Leader Style x Participant Gender x Leader Race	1	1.91	.17	.01
Leader Style x Participant Gender x BEM	3	1.46	.23	.03
Leader Style x Participant Gender x PDS	1	0.02	.99	.00
Leader Style x Leader Race x BEM	2	2.86	.06	.03
Leader Style x Leader Race x PDS	1	0.10	.75	.00
Leader Style x BEM x PDS	3	0.33	.80	.01
Leader Style x Participant Gender x Leader Race x BEM	0	0	0	0
Leader Style x Participant Gender x Leader Race x PDS	1	0.02	.89	.00
Leader Style x Participant Gender x BEM x PDS	1	0.25	.62	.00
Leader Style x Leader Race x BEM x PDS	1	0.94	.33	.01
Leader Style x Participant Gender x Leader Race x BEM x PDS	0	0	0	0

Note: * $p < .05$

The results of the analysis revealed a significant main effect for Leader Style, $F(1, 172) = 11.09, p < .01$, such that female leaders who engaged in Autocratic behaviors ($M = 3.83, SD = 1.51$) were rated as significantly less effective than female leaders who engaged in Democratic behaviors ($M = 5.69, SD = 1.15$). This finding supports hypothesis 1.

Figure 1

Line Graph Displaying the Interaction of Leadership Style and Leader Race on Perceptions of Leader Effectiveness



The results did not reveal support for hypothesis 2, that female leaders of color would be perceived less favorably when they engaged in autocratic behaviors, as compared to democratic behaviors, and as compared to their Caucasian counterparts. The interaction between Leader Style and Leader Race was significant, $F(1, 172) = 5.92, p < .05$, but the direction of the interaction was not as predicted (See Figure 1). An examination of the cell means revealed that female leaders of color who engaged in Autocratic behaviors were rated least effective ($M = 3.33, SD = 1.53$), whereas female leaders of color who engaged in

Democratic behaviors were rated as most effective ($M = 5.72$, $SD = 1.15$). Female Caucasian leaders were rated in the middle (Autocratic: $M = 4.08$, $SD = 1.42$; Democratic: $M = 5.59$, $SD = 1.16$). See Table 2 for cell means.

Table 2

Group Means for the Interaction Between Leadership Style and Leader Race

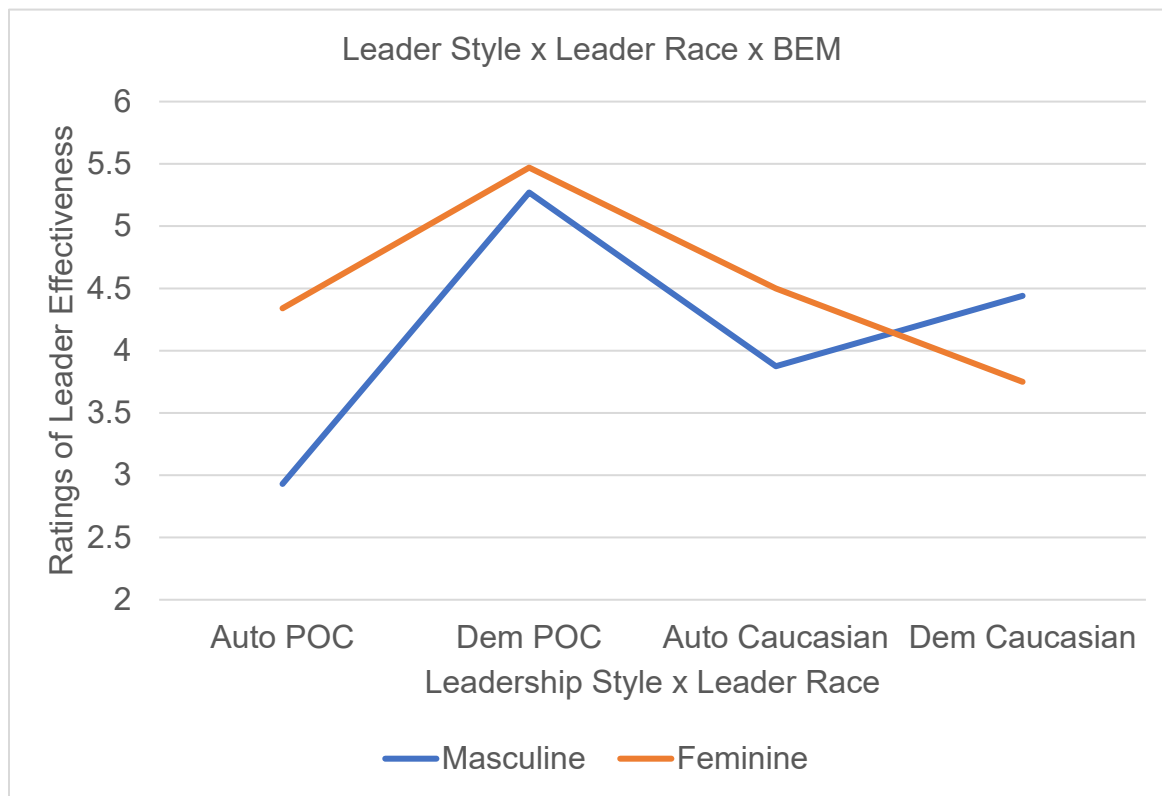
<u>Variables</u>	Leadership Style			
	Autocratic		Democratic	
	<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Caucasian*	4.08	1.42	5.59	1.16
POC*	3.73	1.53	5.72	1.15

*Note: *indicates a significant interaction at $p < .05$.*

Results revealed marginally significant support for Hypotheses 3 and 4. With regard to Hypothesis 3, the interaction between Leadership Style, Leader Race, and BEM approached significance, $F(1, 172) = 2.86$, $p = .060$. Cell means revealed that participants with a Masculine BEM score rated Autocratic leaders of color as least effective ($M = 2.93$, $SD = 1.58$), whereas Democratic leaders of color were rated generally the highest across BEM categories, ranging from 5.27 to 5.83 (See Figure 2). This pattern of means supports Hypothesis 3.

Figure 2

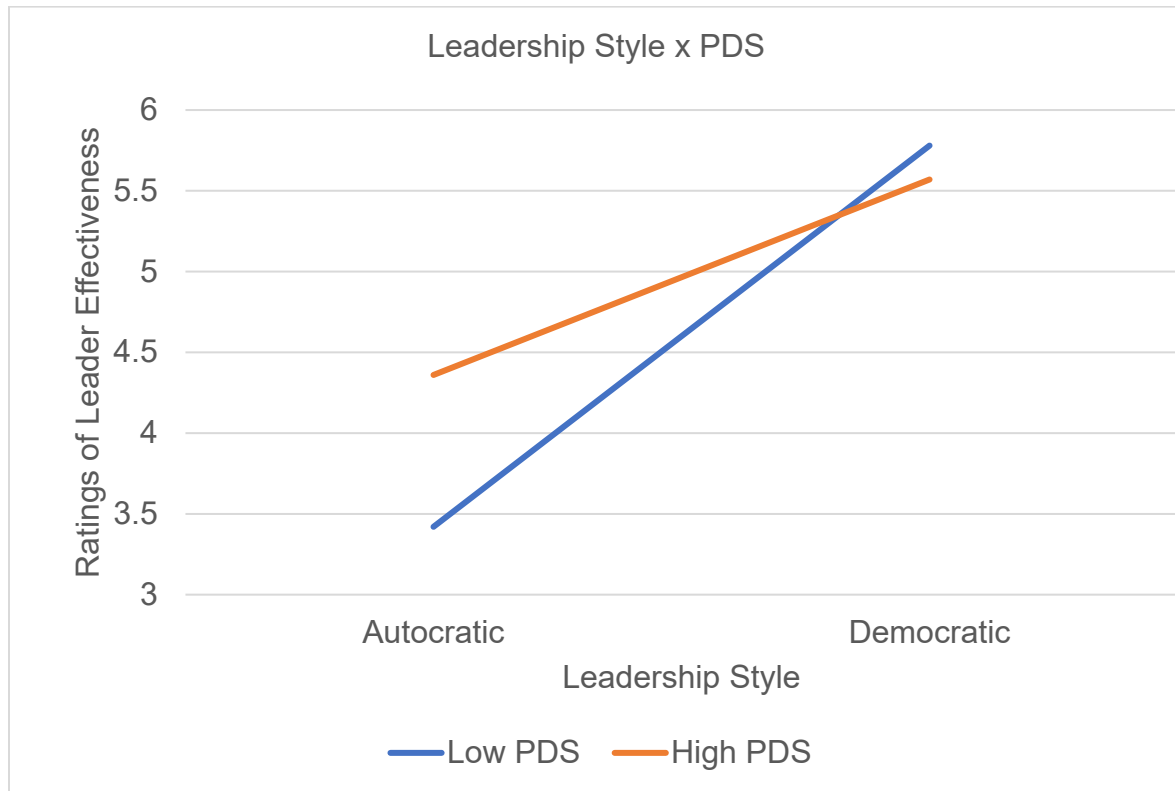
Line Graph Displaying the Interaction of Leadership Style, Leader Race, and BEM on Perceptions of Leader Effectiveness



With regard to Hypothesis 4, the interaction between PDS and Leadership Style approached significance, $F(1, 172) = 3.64, p = .058$. An examination of the cell means revealed that participants high in PDS rated Autocratic leaders as most effective ($M = 4.36$, $SD = 1.37$), whereas participants low in PDS rated Autocratic leaders as most effective ($M = 3.42$, $SD = 1.48$; See Figure 3). This pattern of results supports Hypothesis 4

Figure 3

Line Graph Displaying the Interaction of Leadership Style and PDS on Perceptions of Leader Effectiveness

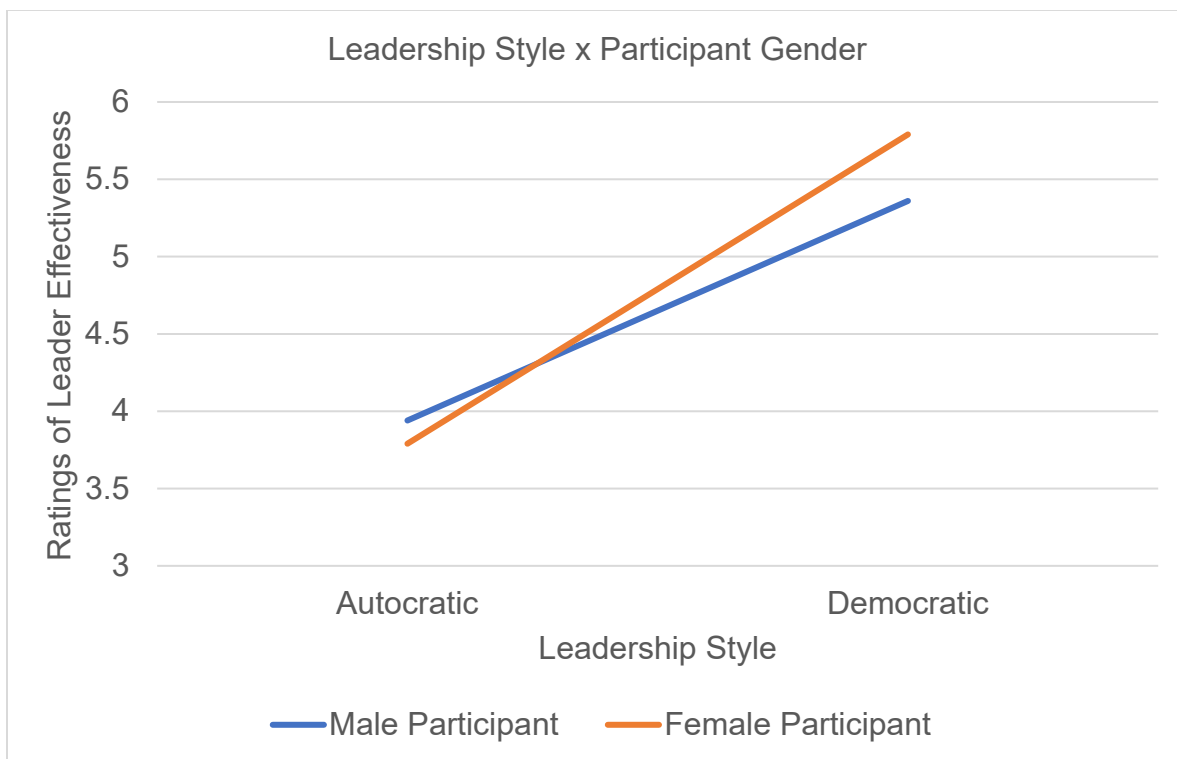


With regard to hypothesis 5, the interaction between Leader Style, Leader Race, and Participant Gender was not significant, $F(1, 172) = 1.91$, $SD = .17$, $p > .05$. The interaction between Leader Style and Participant Gender, however, approached significance, $F(1, 172) = 3.12$, $p = .079$, such that Female Participants rated Autocratic female leaders as the least effective ($M = 3.79$, $SD = 1.47$), whereas Female Participants rated Democratic female leaders as the most effective ($M = 5.79$, $SD = 1.05$). The direction of the interaction as predicted by hypothesis 5 was only consistent on Democratic leadership, with Male

participants rating Democratic female leaders lower ($M = 5.36$, $SD = 1.36$) than Female participants did, with a mean difference of $MD = 0.43$ (See Figure 4).

Figure 4

Line Graph Displaying the Interaction of Leadership Style and Participant Gender on Perceptions of Leader Effectiveness



DISCUSSION

Leader Style and Race

Overall, all leaders were perceived significantly higher using Democratic leadership styles over an Autocratic leadership style. This supports previous findings of evaluations of female leaders that suggest that “women are more devalued compared to men when they lead in a masculine manner” (Northouse, 2019).

Results did not reveal the predicted direction of an interaction between racial group and leadership style, such that leaders of color were evaluated less positively when using an Autocratic leadership style in comparison to a Democratic leadership style. In fact, the findings were in the opposite direction; female leaders of color were rated the least effective when using Autocratic behaviors, and most effective when using Democratic behaviors. These findings are inconsistent with the notion that race can influence the perception of a leader based on the role congruity theory (Eagly & Johannesen-Schmidt, 2001). There is a stereotype that Black and Hispanic females are associated with more masculine traits and are perceived as “angry or emotional” when displaying more assertive behaviors (Williams et al., 2014). If role congruity theory were at play, their masculine stereotype would suggest that they would be perceived as more effective when using Autocratic behaviors. The findings of the present study suggest the possibility that Caucasian female leaders are perceived more positively when using more dominant leadership styles, such as Autocratic. This may be because they are more closely recognizable in a leadership position in comparison to their counterparts of color that are two demographic labels removed from the prototype of a leader, i.e. White males (Hucles & Davis, 2010).

Moderators

Participant scores on the BEM Sex Role Inventory and PDS interacted with perceptions of leaders in a direction that was expected. Participants who scored higher on the BEM, identifying with more traditional gender roles, perceived female Democratic leaders as more likely to succeed than female Autocratic leaders. This finding coincides with previous research that identifies traditional gender stereotypes as negative predispositions for the way that female leaders are evaluated, consequently hindering their success in leadership positions (Gipson et al., 2017).

Participants who scored higher on the PDS perceived Autocratic leaders more positively than participants who scored lower on the PDS. This is consistent with the idea that higher scores on the PDS indicate acceptability of power and status differences, thus influencing one's acceptance of more Autocratic leadership, as this style asserts more dominance than a Democratic leadership style.

Participant Gender

Male participants did not perceive intersectional female leaders significantly differently based on their leadership style, as predicted by hypothesis 5. Males rated Autocratic female leaders lower than Democratic female leaders, consistent with the direction that female participants perceived female leaders (lower on an Autocratic style, and higher on a Democratic leadership style). However, the interaction between participant gender and leadership style was significant, such that females perceived Democratic female leaders even higher than male participants did, and females perceived Autocratic female leaders even lower than male participants did. This finding is consistent with and transcends

hypothesis 1; indicating that higher perceptions for female leaders that use a Democratic leadership style over an Autocratic leadership style are consistent, even between participant genders, but the difference in perceptions between the two leadership styles are even greater for female participants. These results counter findings from previous research that suggests that women are more devalued compared to men when evaluators were male (Northouse, 2019). However, these findings do support previous research that suggest that females hold similar biases to men as it relates to female leadership (Gino, 2017); specifically indicating that females rate female leaders lower when they lead in a masculine manner, and rate female leaders higher when they lead in a manner consistent with traditional gender stereotypes, such as a Democratic leadership style.

Implications

The present study contributes to the existing body of work on diversity in the workplace and increases awareness surrounding the prejudices that exist as they relate to leadership by intersectional persons. The findings indicate that there is work to be done on implicit biases concerning leadership styles, biases surrounding leaders of color, and gender stereotypes.

Traits of leadership, such as assertiveness, have been aligned more closely to those ascribed to men (Carli & Eagly, 2016), thus deeming leadership by males synonymous with assertive styles, such as Autocratic. In order to implement strategies that narrow the gender leadership gap, it is imperative that people acknowledge and address their preference for female leadership to be conducted in a Democratic manner, thus limiting the scope of leadership styles and flexibility of female leadership behaviors. Not only were biases that

relate to leadership style uncovered, findings indicated preferences for leadership style based on the race of the female leader. In comparison to their Caucasian counterparts, intersectional leaders were marginalized further with regards to their style, rated even lower using Autocratic over Democratic styles. This bias not only disparages, but also limits intersectional leaders who prefer to lead with a more assertive style. In addition to the overall preference for Democratic female leaders over Autocratic female leaders; results from the PDS further highlighted that even persons who have a greater acceptability of power and status differences hold similar biases, with a preference for female Democratic leaders. Results on the interaction between participant gender and participant score on the BEM Sex Role Inventory indicate the detrimental effect that gender stereotypes can have on perceptions of intersectional leaders. Adhering to traditional gender stereotypes can impact perceptions of intersectional leaders, reinforcing the preference of female leaders to lead using Democratic styles over Autocratic leadership. Findings also reveal that the problem as it exists is not specific to any one gender, though the preference for Democratic leadership is stronger for males. While the problem of bias is unilaterally directed towards female and intersectional leaders, it is equally imperative that males and females alike work to recognize their implicit biases and commit to taking the steps in order to undo those prejudices.

Limitations

The present study utilized a between-subjects design in examining racial differences in perceptions of leader effectiveness, i.e. each subject was exposed to one condition, in this case-a leader from one racial group. Between-subjects designs are beneficial to use as they can reduce the time spent within the experiment for each participant, thus reducing the risk of

fatigue which can impact their responses, affecting the outcomes of the study. Although a between-subjects design is more practical for this particular study due to the time constraints implicated with four experimental conditions, research shows that “true between-person designs are uncommon, especially when judgments are used as the dependent variable” (Atzmuller & Steiner, 2010, pp. 360). An alternative procedure, one that uses a within-subjects design could have been implemented. A within-subjects design requires that each subject is exposed to each condition of the experiment (Myers & Hansen, 2012). In the context of this study, this means that each participant is exposed to all four experimental conditions, i.e. each subject would have evaluated a Caucasian, African-American, Hispanic and Asian-American female leader on both Democratic and Autocratic leadership styles. This design could also better show the effects of the leader’s race and leadership style by uncovering the judgment processes of each participant, thus improving the chances of detecting differences between the variables of interest.

Another limitation of the present study is the use of vignettes to manipulate the measured independent variables, specifically through paper people. Previous research suggests that experimental vignette methodology (EVM) is a suitable approach to examining perceptions of leadership effectiveness (Sauer, 2011); it is also an appropriate method when sensitive topics, such as race, are being explored (Aguinus & Bradley, 2014). Despite the pros of EVM, particularly that this type of experiment allows for the manipulation of variables that can lead to important insights and knowledge about causal relationships, there is still the problem of realism and the external validity of the outcomes (Aguinus & Bradley, 2014). It has been suggested that in order to improve realism of the vignette, other methods

of presentation can be employed to immerse the subjects more fully in the experiment. For the present study, written vignettes were the chosen method of presentation as it fit within the time constraints and was cost-effective, however, this type of EVM allowed for minimal immersion in the experiment, meaning it is possible that subjects did not fully notice the more subtly mentioned characteristics of the leader that indicated their race. In order to heighten awareness as it pertains to race of the leader, future research can implement technology such as video, pictures or audio to fully immerse the subject in the racial differences of the leaders.

CONCLUSION

Despite the fact that women of color, specifically Hispanic women, Black women and Asian women comprise nearly a third of bachelor's degrees earned by women with U.S citizenship (Catalyst, 2018), women of color represent almost half of the low-wage workforce, remain underrepresented in leadership positions and have a greater wage gap compared to their White male counterparts. While several researchers have highlighted the possibility that women perform better as leaders than men (Sharpe, 2000), we still find a large discrepancy in the number of male and female leaders.

Further, intersectional leaders are even more sparse. Not only are they marginalized, women of color also face barriers within their attained leadership roles. Rosette & Livingston (2012) found that "black leaders have to work exceptionally hard to minimize mistakes made on the job as their penalty for doing so may be greater than consequences experienced by White women." Intersectional leaders have reported a heightened awareness of their differences in the workplace which can be emotionally taxing and can also hinder their success on the job (Catalyst, 2018).

Research on these topics will contribute to the existing body of work on diversity in the workplace and leadership. It will uncover the perceptions that people hold regarding intersectional leaders and challenge the cognitive processes that disadvantage these qualified leaders. This study is acknowledging that in order to rectify the underrepresentation of intersectional leaders in the workforce, the first point of reference for change is to understand people's implicit biases and draw attention to the prejudices that exist. While research shows that people who are exposed to training about intersectionality are more accepting of diverse

leaders (Sanchez-Hucles & Davis, 2010); it is imperative that future research focus on the systems that produce and perpetuate the discrimination of marginalized groups and steer away from work that categorize groups of people, call attention to and magnify any differences that may exist.

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APPENDIX A

BEM Sex Role Inventory

Rate yourself on each item, on the following scale:

- 1= Strongly disagree
 2= Disagree
 3= Somewhat disagree
 4= Neither agree nor disagree
 5= Somewhat agree
 6= Agree
 7 = Strongly agree

- | | | |
|---|--|--|
| <p>_____ 1. Self-reliant</p> <p>_____ 2. yielding</p> <p>_____ 3. helpful</p> <p>_____ 4. defends own
beliefs</p> <p>_____ 5. cheerful</p> <p>_____ 6. moody</p> <p>_____ 7. independent</p> <p>_____ 8. shy</p> <p>_____ 9. conscientious</p> <p>_____ 10. athletic</p> <p>_____ 11. affectionate</p> <p>_____ 12. theatrical</p> <p>_____ 13. assertive</p> <p>_____ 14. flatterable</p> <p>_____ 15. happy</p> <p>_____ 16. strong
personality</p> <p>_____ 17. loyal</p> <p>_____ 18. unpredictable</p> <p>_____ 19. forceful</p> <p>_____ 20. feminine</p> | <p>_____ 21. reliable</p> <p>_____ 22. analytical</p> <p>_____ 23. sympathetic</p> <p>_____ 24. jealous</p> <p>_____ 25. leadership
ability</p> <p>_____ 26. sensitive to
other's needs</p> <p>_____ 27. truthful</p> <p>_____ 28. willing to take
risks</p> <p>_____ 29. understanding</p> <p>_____ 30. secretive</p> <p>_____ 31. makes
decisions easily</p> <p>_____ 32. compassionate</p> <p>_____ 33. sincere</p> <p>_____ 34. self-sufficient</p> <p>_____ 35. eager to
soothe hurt feelings</p> <p>_____ 36. conceited</p> <p>_____ 37. dominant</p> <p>_____ 38. soft spoken</p> <p>_____ 39. likable</p> <p>_____ 40. masculine</p> | <p>_____ 41. warm</p> <p>_____ 42. solemn</p> <p>_____ 43. willing to
take a stand</p> <p>_____ 44. tender</p> <p>_____ 45. friendly</p> <p>_____ 46. aggressive</p> <p>_____ 47. gullible</p> <p>_____ 48. inefficient</p> <p>_____ 49. acts as a
leader</p> <p>_____ 50. childlike</p> <p>_____ 51. adaptable</p> <p>_____ 52. individualistic</p> <p>_____ 53. does not use
harsh language</p> <p>_____ 54. unsystematic</p> <p>_____ 55. competitive</p> <p>_____ 56. loves children</p> <p>_____ 57. tactful</p> <p>_____ 58. ambitious</p> <p>_____ 59. gentle</p> <p>_____ 60. conventional</p> |
|---|--|--|

APPENDIX B

Vignette Version 1

Please read the information below:

Valentina Ramirez 32, is married and lives in a downtown apartment. Her leadership experience began as a student in college where she was president of the Hispanic Student Association. Since graduating over ten years ago, she has accumulated a wealth of office management work. Mrs. Ramirez was recently hired as office manager for the PTT Oil Company, a rather small mid-western distributor. In this job she is in charge of twelve clerical employees. In recent weeks, it has been brought to Mrs. Ramirez's attention that the work performance of the clerical staff has substantially decreased since her appointment to the position.

Mrs. Ramirez can respond to the decrease in work performance using one of two supervisory approaches. Please read her responses to the problem and indicate your opinions on the scales provided.

Response One:

As a means of maintaining the work standards among the clerical staff, Mrs. Ramirez unilaterally decided that her subordinates will be fired if they continue to perform poorly. She has also informed her subordinates that forthcoming recommendations for significant salary raises and promotions will depend solely on improved performance.

Please assess her supervisory approach on the following scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7 = Strongly agree

I think that Mrs. Ramirez is an effective leader

I would have confidence in Mrs. Ramirez' ability to be successful

I would recommend Mrs. Ramirez for other leadership positions

An organization led by Mrs. Ramirez would be effective

In this situation, Mrs Ramirez was typical of a leader

Response Two:

As a means of maintaining the work standards among the clerical staff, Mrs. Ramirez approached her subordinates in a friendly manner to discuss any problems that they may be facing that has been impeding their performance. She has also offered to help subordinates with those problems by sitting with the subordinates as they set goals to improve performance.

Please assess her supervisory approach on the following scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7 = Strongly agree

I think that Mrs. Ramirez is an effective leader

I would have confidence in Mrs. Ramirez' ability to be successful

I would recommend Mrs. Ramirez for other leadership positions

An organization led by Mrs. Ramirez would be effective

In this situation, Mrs. Ramirez was typical of a leader

APPENDIX C

Vignette Version 2

Please read the information below:

Chung Lee is 32, is married and lives in a downtown apartment. Her leadership experience began as a student in college where she was president of the Asian American Student Association (AASA). Since graduating over ten years ago, she has accumulated a wealth of office management work. Mrs. Lee was recently hired as office manager for the PTT Oil Company, a rather small mid-western distributor. In this job she is in charge of twelve clerical employees. In recent weeks, it has been brought to Mrs. Lee's attention that the work performance of the clerical staff has substantially decreased since her appointment to the position.

Mrs. Lee can respond to the decrease in work performance using one of two supervisory approaches. Please read her responses to the problem and indicate your opinions on the scales provided.

Response One:

As a means of maintaining the work standards among the clerical staff, Mrs. Lee asserted her dominance and unilaterally decided that her subordinates will be fired if they continue to perform poorly. She has also informed her subordinates that forthcoming recommendations for significant salary raises and promotions will depend solely on improved performance.

Please assess her supervisory approach on the following scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7 = Strongly agree

I think that Mrs. Lee is an effective leader

I would have confidence in Mrs. Lee's ability to be successful

I would recommend Mrs. Lee for other leadership positions

An organization led by Mrs. Lee would be effective

In this situation, Mrs. Lee was typical of a leader

Response Two:

As a means of maintaining the work standards among the clerical staff, Mrs. Lee approached her subordinates in a friendly manner to discuss any problems that they may be facing that has been impeding their performance. She has also offered to help subordinates with those problems by sitting with the subordinates as they devised a plan together to overcome those problems.

Please assess her supervisory approach on the following scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7 = Strongly agree

I think that Mrs. Lee is an effective leader

I would have confidence in Mrs. Lee's ability to be successful

I would recommend Mrs. Lee for other leadership positions

An organization led by Mrs. Lee would be effective

In this situation, Mrs. Lee was typical of a leader.

APPENDIX D

Vignette Version 3

Please read the information below:

Deja Jones is 32, is married and lives in a downtown apartment. Her leadership experience began as a student in college where she was president of the Black Student Union. Since graduating over ten years ago, she has accumulated a wealth of office management work. Mrs. Jones was recently hired as office manager for the PTT Oil Company, a rather small mid-western distributor. In this job she is in charge of twelve clerical employees. In recent weeks, it has been brought to Mrs. Jones' attention that the work performance of the clerical staff has substantially decreased since her appointment to the position.

Mrs. Jones can respond to the decrease in work performance using one of two supervisory approaches. Please read her responses to the problem and indicate your opinions on the scales provided.

Response One:

As a means of maintaining the work standards among the clerical staff, Mrs. Jones asserted her dominance and unilaterally decided that her subordinates will be fired if they continue to perform poorly. She has also informed her subordinates that forthcoming recommendations for significant salary raises and promotions will depend solely on improved performance.

Please assess her supervisory approach on the following scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7 = Strongly agree

I think that Mrs. Jones is an effective leader

I would have confidence in Mrs. Jones' ability to be successful

I would recommend Mrs. Jones for other leadership positions

An organization led by Mrs. Jones would be effective

In this situation, Mrs. Jones was typical of a leader

Response Two:

As a means of maintaining the work standards among the clerical staff, Mrs. Jones approached her subordinates in a friendly manner to discuss any problems that they may be facing that has been impeding their performance. She has also offered to help subordinates with those problems by sitting with the subordinates as they devised a plan together to overcome those problems.

Please assess her supervisory approach on the following scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7 = Strongly agree

I think that Mrs. Jones is an effective leader

I would have confidence in Mrs. Jones' ability to be successful

I would recommend Mrs. Jones for other leadership positions

An organization led by Mrs. Jones would be effective

In this situation, Mrs. Jones was typical of a leader

APPENDIX E

Vignette Version 4

Please read the information below:

Lindsay Clark 32, is married and lives in a downtown apartment. Her leadership experience began as a student in college where she was president of the Student Government Association. Since graduating over ten years ago, she has accumulated a wealth of office management work. Mrs. Clark was recently hired as office manager for the PTT Oil Company, a rather small mid-western distributor. In this job she is in charge of twelve clerical employees. In recent weeks, it has been brought to Mrs. Clark's attention that the work performance of the clerical staff has substantially decreased since her appointment to the position.

Mrs. Clark can respond to the decrease in work performance using one of two supervisory approaches. Please read her responses to the problem and indicate your opinions on the scales provided.

Response One:

As a means of maintaining the work standards among the clerical staff, Mrs. Clark unilaterally decided that her subordinates will be fired if they continue to perform poorly. She has also informed her subordinates that forthcoming recommendations for significant salary raises and promotions will depend solely on improved performance.

Please assess her supervisory approach on the following scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7 = Strongly agree

I think that Mrs. Clark is an effective leader

I would have confidence in Mrs. Clark's ability to be successful

I would recommend Mrs. Clark for other leadership positions

An organization led by Mrs. Clark would be effective

In this situation, Mrs. Clark was typical of a leader.

Response Two:

As a means of maintaining the work standards among the clerical staff, Mrs Clark approached her subordinates in a friendly manner to discuss any problems that they may be facing that has been impeding their performance. She has also offered to help subordinates with those problems by sitting with the subordinates as they set goals to improve performance.

Please assess her supervisory approach on the following scale:

- 1= Strongly disagree
- 2= Disagree
- 3= Somewhat disagree
- 4= Neither agree nor disagree
- 5= Somewhat agree
- 6= Agree
- 7 = Strongly agree

I think that Mrs. Clark is an effective leader

I would have confidence in Mrs. Clark's ability to be successful

I would recommend Mrs. Clark for other leadership positions

An organization led by Mrs. Clark would be effective

In this situation, Mrs. Clark was typical of a leader

APPENDIX F

Power Distance Orientation (Earley & Erez, 1997)

Rate yourself on each item on the following scale:

- 1=Totally Disagree
- 2=Disagree
- 3=Somewhat Disagree
- 4= Neither agree nor disagree
- 5=Somewhat Agree
- 6=Agree
- 7=Totally Agree

1. In most situations, managers should make decisions without consulting their subordinates.
2. In work-related matters, managers have a right to expect obedience from their subordinates.
3. Employees who often question authority sometimes keep their managers from being effective.
4. Once a top-level executive makes a decision, people working for the company should not question it.
5. Employees should not express disagreements with their managers.
6. Managers should be able to make the right decisions without consulting with others.
7. Managers who let their employees participate in decisions lose power.
8. A company's rules should not be broken—not even when the employee thinks it is in the company's best interest.

APPENDIX G

IRB Approval Form



11/14/2019

Dr. Kyle van Ittersum
Dept. of Psychology & Sociology
Angelo State University
San Angelo, TX 76909

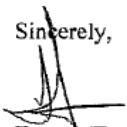
Dear Kyle:

The project that you submitted for your student, Tyra Timm, titled, "*Perceptions of Intersectional Leaders*" was reviewed and approved by Angelo State University's Institutional Review Board for the Protection of Human Research Subjects in accordance with federal regulations 45 CFR 46.

This protocol has been approved effective November 14, 2019. If the study will continue past next year, please submit a notification of continuation at that time and allow enough time for review. Please note that any revisions to these approved materials must be approved by the IRB prior to initiation. All unanticipated problems involving risks to subjects or others, and any unexpected adverse events must be reported promptly to this office.

The approval number for your protocol is #VAN-111419. Please include this number in the subject line of in all future communications with the IRB regarding the protocol.

Sincerely,



Teresa (Tay) Hack, Ph.D.
Chair, Institutional Review Board

Dr. Teresa Hack, IRB Chair | ASU Station #11025 | San Angelo, Texas 76909
Phone: (325) 486-6121 | Fax: (325) 942-2194

Member, Texas Tech University System - Equal Opportunity Employer

APPENDIX H

IRB Deidentified Consent Form

Angelo State University

Institutional Review Board (IRB)

Consent to Participate in an IRB-Approved Research Event

Project Title: Perceptions of Intersectional Leaders

Investigator Name/Department: Tyra Timm & Kyle van Ittersum, Department of Psychology & Sociology

Investigator Phone: 325-486-6131 & 325-486-6246

You are being asked to participate in a research event conducted with the approval of the Angelo State University Institutional Review Board (and if applicable, other relevant IRB committees). In order to participate, you are required to give your consent after reading this document.

An explanation of the project is written below, which includes information about the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. Please read and, should you decide to participate, indicate your agreement on this form. Upon request, you will be given an unsigned copy of this form for your records.

Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time without penalty. I understand also that it is not possible to identify all potential risks in a study, and I believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

You must be 18 years of age or older to participate and be a resident of the United States.

1. Nature and Purpose of the Project

You are being asked to participate in a research study for Tyra Timm at Angelo State University. The purpose of this study is to assess leadership and compare two different leadership styles (autocratic versus democratic). You are only permitted to participate once in the current study.

2. Explanation of Procedures.

The study consists of participants completing, online, five questionnaires relating to hypothetical leadership situations, behaviors, and your personal views on leadership. Demographic information will also be collected. Completing the study will take approximately 30 minutes. No compensation will be provided for completing the study.

3. Discomfort and Risks

The risks of participating in this study are minimal and not expected to be greater than experienced in daily life. Some of the questions may cause some individuals to feel uncomfortable, and everyone has the right to omit answers to any questions without penalty.

4. Benefits.

The findings from this study can add to the existing knowledge related to different leadership styles, and can also give you firsthand experience in the research process.

5. Confidentiality.

Your confidentiality is important. Data will be accessible only to the researchers through a secure password-protected online data collection host, Qualtrics Survey System. Data will be stored for a period of 3 years following the completion of the study, after which all data will be deleted. All data will be reported at the group level, and your name (or any other identifying information) will never be linked to your individual responses. You may risk a loss of confidentiality if you choose to email the researchers to ask for results of the study. If you choose to email the researchers, then the researchers will immediately delete such emails after responding to them. There is a potential risk of loss of confidentiality in all email, downloading, and internet transactions.

Agreement: By clicking on the continue button below you are indicating that you have read the above procedures and that you are consenting to voluntarily participate in this study.

This project has been reviewed and approved by the Angelo State University Institutional Review Board (IRB) for the protection of human subjects in research and research related activities. **IRB #VAN-111419 – Nov. 14, 2019.**

Any questions regarding the conduct of the project, questions pertaining to your rights as a research subject, or research-related injury should be brought to the attention of the IRB administrator, Dr. Tay Hack (tay@angelo.edu) TEL: (325) 942-2068, ext. 6121.

Any question about this specific research project should be brought to the attention of the investigator listed at the top of this form.

Click continue ONLY if you agree to participate.

Continue »

APPENDIX I

IRB Identified Consent Form

Angelo State University

Institutional Review Board (IRB)

Consent to Participate in an IRB-Approved Research Event

Project Title: Perceptions of Intersectional Leaders

Investigator Name/Department: Tyra Timm & Kyle van Ittersum, Ph.D., Department of Psychology & Sociology

Investigator Phone: 325-486-6131 or 325-486-6246

You are being asked to participate in a research event conducted with the approval of the Angelo State University Institutional Review Board (and if applicable, other relevant IRB committees). In order to participate, you are required to give your consent after reading this document.

An explanation of the project is written below, which includes information about the purpose of the project, the procedures to be used, and the potential benefits and possible risks of participation. Please read and, should you decide to participate, indicate your agreement on this form. Upon request, you will be given an unsigned copy of this form for your records.

Refusal to participate in this study will have no effect on any future services you may be entitled to from the University. Anyone who agrees to participate in this study is free to withdraw from the study at any time without penalty. I understand also that it is not possible to identify all potential risks in a study, and I believe that reasonable safeguards have been taken to minimize both the known and potential but unknown risks.

You must be 18 years of age or older to participate.

1. Nature and Purpose of the Project

You are being asked to participate in a research study for Tyra Timm at Angelo State University. The purpose of this study is to assess leadership and compare two different leadership styles (autocratic versus democratic). You are only permitted to participate once in the current study.

2. Explanation of Procedures.

The study consists of participants completing, online, five questionnaires relating to hypothetical leadership situations, behaviors, and your personal views on leadership. Demographic information will also be collected. Completing the study will take approximately 30 minutes. For your participation you will receive .5 (one half) research credit.

3. Discomfort and Risks.

The risks of participating in this study are minimal and not expected to be greater than experienced in daily life. Some of the questions may cause some individuals to feel uncomfortable, and everyone has the right to omit answers to any questions without penalty.

4. Benefits.

The findings from this study can add to the existing knowledge related to different leadership styles, and can also give you firsthand experience in the research process.

5. Confidentiality.

Your confidentiality is important. Data will be accessible only to the researchers through a secure password-protected online data collection host, Qualtrics Survey System. Data will be stored for a period of 3 years after completion of the study after which all data will be deleted. All data will be reported at the group level, and your name (or any other identifying information) will never be linked to your individual responses. You may risk a loss of confidentiality if you choose to email the researchers to ask for results of the study. If you choose to email the researchers, then the researchers will immediately delete such emails after responding to them. There is a potential risk of loss of confidentiality in all email, downloading, and internet transactions.

Agreement: By typing your name and clicking on the continue button below you are indicating that you have read the above procedures and that you are consenting to voluntarily participate in this study.

This project has been reviewed and approved by the Angelo State University Institutional Review Board (IRB) for the protection of human subjects in research and research related activities. **IRB #VAN-111419 – Nov. 14, 2019.**

Any questions regarding the conduct of the project, questions pertaining to your rights as a research subject, or research-related injury should be brought to the attention of the IRB administrator, Dr. Tay Hack (tay@angelo.edu) TEL: (325) 942-2068, ext. 6121.

*By typing your name here and clicking on the Continue button you agree to participate in this research.

Continue »

BIOGRAPHY

My name is Tyra Timm. I was born and raised in Johannesburg, South Africa. I earned my Bachelor of Arts degree in Psychology at St. Mary's University, in San Antonio, where I also played on the tennis team. I began at St. Mary's in August 2014 and graduated Cum Laude in May 2018; making four DII national team appearances along the way and earning two consecutive All-American honors. In August 2018, I began my journey as a graduate student at Angelo State University in a Master of Science degree program with a focus in Industrial/Organizational Psychology. I have since served as a Graduate/Research Assistant for the Industrial/Organizational Psychology department (August 2018-May 2019), interned as a Recruiter at a Human Resources Advisory and Talent Acquisition Firm in Atlanta, GA (May 2019-August 2019), and served as a Teaching Assistant for the Psychology department (August 2019-May 2020). My degree is to be awarded in May 2020, where I will leave Angelo State University with extensive work experience, research experience, and a completed thesis project. My educational background and time spent at Angelo State University has provided me with the necessary academic credentials and a well-rounded skillset that will stand me in good stead for the next steps to follow in my journey.